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ABSTRACT

The Sabal Palm Elementary School in Miami, Florida, cooperated with Florida International University to develop three innovative language programs: (1) Spanish, employing a modified immersion technique for kindergarten and first and second grades; (2) Latin, emphasizing the Latin origin of English for grades five and six; and (3) Shakespeare's works and life for grade three. The evaluation was designed to determine whether these programs altered student achievement and whether students, staff, and parents were affected by participation in the programs. The students were tested for language proficiency and academic achievement; parents and teachers completed questionnaires; and a sample of students was interviewed. Results were positive except that there was no clear indication that the Latin program effected academic achievement. The participants' questionnaires and criterion referenced achievement tests are appended. (MGD)

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DADE COUNTY PUBLIC SCHOOLS

EVALUATION OF THE

SABAL PALM LABORATORY CENTER

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EVALUATION OF THE SABAL PALM LABORATORY CENTER

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May 1986

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EXECUTIVE SUMMARY

The Sabal Palm Laboratory Center has developed three innovative, educational programs as a result of its cooperative efforts with Florida International University from 1982 to 1984. Among the programs that were developed and that are part of this evaluation are an elementary foreign language program in Spanish that employs a modified immersion technique (Grades K, 1, and 2), a Latin program that emphasizes the Latin origin of English (Grades 5 and 6), and a program that introduces students to the work and life of William Shakespeare (third grade).

The objectives for the programs are:

1) The students in the Spanish Modified Immersion Program will increase their ability to communicate orally in Spanish.

2) The students in the Latin Program will increase their ability to discern/decode English word meanings through the study of Latin and acquire a knowledge of ancient Roman culture and history.

3) The students in the Shakespeare Program will acquire a knowledge of the works of William Shakespeare and his contribution to Western Literature.

An evaluation plan was developed in order to answer two general questions:

1) Have activities, conducted as part of the Laboratory Center experiences, impacted student achievement?

2) Have attitudes of students, staff, and parents been positively affected by the Laboratory Center experiences?

Using standardized and criterion-referenced tests, data were collected on language proficiency and academic achievement. Questionnaires were also distributed to parents and teachers, and a sample of students was interviewed. An analysis of these data produced the following findings:

<u>Spanish Modified Immersion</u>

1) In 1984-85, students participating in the program significantly increased their oral language proficiency in Spanish, as measured on a standardized test.

2) Descriptive statistics showed observable differences between the treatment program and a comparison group of students participating in Spanish S/L. The difference favored the treatment program.

<u>Latin</u>

1) In 1984-85, students in the Latin program increased their knowledge of Latin and Roman culture, as measured on a teacher-made criterion-referenced test.

2) There was no clear indication that the program impacted students' academic achievement.

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Shakespeare

In 1984-85, students participating in the program significantly increased their knowledge of the works and times of William Shakespeare, as measured on a teacher-made criterion-referenced test. These results were found in classes taught by three different teachers.

Parents', staff's, and students' attitudes were positive and supportive of the three programs.

The major recommendations that emerged for this study are:

1) Continue the three programs at the Sabal Palm Laboratory Center as resources permit.

2) Finalize the curriculum for each of the three programs into document form. The "new" curriculum should be reviewed by a panel of DCPS specialists, prior to broader implementation.

3) Follow-up on student achievement scores for participants in the Latin Program.

4) Follow-up on student foreign language proficiency for participants in Spanish Modified Immersion Program.

INTRODUCTION

Sabal Palm Elementary was engaged in educational innovation as a "laboratory center" with the cooperation of Florida International University from 1982 to 1984. As a result of these efforts, various programs have been developed that merit documentation and evaluation. Among the innovative programs that were developed are a foreign language program in Spanish that employs a modified immersion technique, a Latin program that emphasizes the etymology of English lexicon by studying their Latin roots, and a program that introduces the students to the works and times of William Shakespeare.

Program Description

Each program has varied dimensions and is implemented at different grade levels. The Spanish Modified Immersion (SPN MIM) is delivered to 25 students in kindergarten, 14 in first grade, and 16 in second, making a total of 55 students participating in the program. The Latin program is offered to selected students in the fifth and sixth grades. A total of 37 students participated in the program, 18 in fifth and 19 in sixth grade. All students participate on a voluntary basis, except for the Shakespeare program, which is implemented in the entire third grade. These participants are distributed among three classes of 24, 26, and 30 students.

The objectives for the programs follow:

1) The students in the Spanish Modified Immersion will increase their ability to communicate orally in Spanish.

2) The students in the Latin Program will increase their ability to discern/decode English word meanings through the study of Latin and acquire a knowledge of ancient Roman culture and history.

3) The students in the Shakespeare Program will acquire a knowledge of the works of William Shakespeare and his contribution to Western Literature.

The means employed to achieve these objectives vary by program. The following describes the treatment for each program in terms of teaching strategies and amount of exposure.

Spanish Modified Immersion:

Kindergarten students were given 45 minutes of instruction five times a week from a bilingual teacher in the morning portion. In the afternoon, another 30 minutes were provided by the same teacher four times a week. Still another 30 minutes were delivered three times a week by a language specialist in an immersion setting. This accounted for 7.25 hours weekly or 261 hours yearly. Seventy-nine percent of the time was in language instruction while the remainder focused on content area instruction in the second language.

First and second grade students received two hours of instruction twice a week in an immersion setting and an additional hour of instruction three times a week in a standard Spanish S/L setting. This accounts for seven hours weekly or 252 yearly. Fifty-seven percent of the instruction was in an immersion setting while the remainder was in a second language setting.

Comparison group students received the standard 30 minutes of instruction in Spanish S/L on a daily basis. This accounts for 2.5 hours weekly or 90 yearly.

Teachers in the treatment group employed a variety of foreign language teaching techniques. Beyond the 30 minutes of the Spanish S/L curriculum, the teachers put the remainder of the instructional time in subject area context by following the Balanced Curriculum Objectives. They maintained student engagement by using role playing, total physical response, and simulating life-like situations in gaming activities.

Latin

Students were exposed to one hour of Latin instruction, two days a week. In the 1984-85 school year, the program was started in late November accounting for about 72 yearly contact hours. Since its inception in 1982-83, sixth grade students have completed three years of study and fifth grade students have completed two years.

The teacher employs an eclectic teaching strategy relying mostly on audio-lingual techniques. A confluency approach was observed in her lesson plans.

Shakespeare

Students were taught for thirty minutes a day, two days a week, by their regular classroom teachers as part of their language arts strand. This accounts for a total of nine contact hours for the duration of the nine-week course.

Teaching materials came in the form of a guidebook, which is in the final stages of development. The course was delivered by three different teachers, reflecting their different teaching methods and styles. There was no previous exposure to Shakespearean or any classical literary study for these students.

The teachers/curriculum developers were compensated through school funds for part-time hourly employees and a teacher on special assignment was provided by the Department of Bilingual/Foreign Language Education. The Laboratory Center was budgeted at $4,000 with local funds. The programs are under the direction of the principal of Sabal Palm Elementary.

EVALUATION PLAN

The Sabal Palm Laboratory Center has three program components that require slight differences in evaluation strategies. Since the content, target population, treatment, and expected outcome of each program are unique and independent of each other, each program was examined with a different evaluation procedure. However, there are evaluation questions that are common to all of the programs. In general, the evaluation will address the following questions:

1) Have activities conducted as part of the Laboratory Center experiences impacted student achievement?

2) Have attitudes of students, staff, and parents been positively affected by the Laboratory Center experiences?

These general questions were reformulated to fit the specific features and objectives of the program. The evaluation procedures employed to answer questions related to student achievement follow quantitative techniques, while the procedures addressing attitudes will follow more qualitative and descriptive techniques. Both will adhere to generally accepted evaluation procedures. The fol-

lowing is a description of the evaluation procedures that were used to address the questions in each program.

Spanish Modified Immersion

Evaluation Questions:

1) *Has there been a significant increase in the Spanish oral language proficiency of participating students?*

2) *Is there a significant difference between students taught with the Modified Immersion strategy and students taught with the standard Spanish S/L approach (in students' acquisition of Spanish oral language proficiency) between Phase I and Phase II testing?*

In addressing Question 1, a time series design was employed using data collected with the Ideal Oral Language Proficiency Test (IPT)-Spanish (Dalton, 1980) on grades K, 1, and 2. In addressing Question 2, a treatment-comparison, pre-post test design was employed, using the data as described above.

All SPN MIM Program participants are volunteers and all were selected as the treatment group. The comparison group was selected from an alternate school site that reflected similar demographic characteristics as Sabal Palm. A stratified sampling technique was used with the students' Primary Education Program (PREP) classification as the stratifying criterion. A degree of pre-selectivity bias in the treatment group was evident due to non-random selection. This bias is explained by the type of student who would volunteer for such a program and the selection of students who are not at risk of failing their other school work.

Latin

Evaluation Questions:

1) *Has there been a significant increase in students' knowledge of Latin and Roman culture?*

2) *Has the study of Latin impacted student achievement as measured on the Stanford Achievement Test?*

In addressing Question 1, a treatment-comparison, pre-post test design was employed using data from a teacher-made criterion-referenced test (CRT). In addressing Question 2, a time series design was employed using Stanford Achievement Test data collected from 1982 to 1985. Program participants are volunteers and all the participants were selected as the treatment group. This group was not randomly selected; therefore, a degree of pre-selectivity toward higher achieving students was evident. The control group was selected within the same school by means of stratified sampling. Stanine scores from the Stanford Achievement Test were used as the stratifying criteria.

Shakespeare

Evaluation Question:

Has there been a significant increase in students' knowledge of the life and works of William Shakespeare?

The evaluation was followed by a classical pretest-posttest design. A comparison group was not available. This design only measured the "one-shot" effect of

the program. All students in the third grade were selected as participants in the program; therefore, no comparison group was available within the school. Since the total population of third graders was selected, there was no possibility of pre-selectivity bias.

FINDINGS

The results of the evaluation will be presented in two sections dealing with the two general evaluation questions, those addressing program impact on student achievement and those concerned with parental, staff, and student perception of the program.

Program Impact on Student Achievement

The findings of this report will be presented in terms of the evaluation questions which were proposed for each program.

Spanish Modified Immersion

Has there been a significant increase in the Spanish oral language proficiency of participating students?

Results of the Spanish IPT at two intervals (Phase I and Phase II) indicate that the SPN MIM students significantly increased their oral language proficiency in Spanish as measured on the IPT. A statistical comparison of mean scores revealed that in a relatively short interval, the students increased their score by 2.6 points on the average (a greater increase is apparent at higher grade levels), and this increase is statistically significant ($t(54)=3.97$, $p < .001$).

The publishers of the IPT selected a national sample of students in bilingual education programs (Title VII, AB 1329, AB 1641, AB 2284, or district funded) in order to establish normative standards. Three categories were established from data collected from the national sample in the Spring of 1980. The three categories were Non-Spanish Speaking (NSS), Limited Spanish Speaking (LSS), and Fluent Spanish Speaking (FSS).

A student classified as NSS can:

1) tell his/her name and age
2) identify family members, school personnel, classroom objects, body part, and common pets
3) use simple grammar such as the present tense of "ser" and "estar", plurals, and articles ("el", "la", "un", "una") correctly
4) follow simple directions

A student classified as LSS can perform all the above as well as:

1) name the days of the week and describe common weather conditions
2) identify common occupations, clothing, farm animals, modes of transportation, and household items
3) use grammatical structures such as irregular verbs in the present tense, present progressive and future tenses, possessives, pronouns, and present tense questions

4) understand and identify moods, and remember major facts of a simple story

A student classified as FSS can perform all the above as well as:

1) identify seasons, marine animals, and common tools
2) use complex grammar such as preterite and imperfect tenses
3) comprehend, retell, and predict the outcome of a story (Dalton, 1980)

The average SPN MIM student tested in Phase II would be classified as Limited Spanish Speaking (LSS), except for kindergarten students who would be classified as Non-Spanish Speaking (NSS). No students achieved the Fluent Spanish Speaking (FSS) level of proficiency. The gain in Spanish language proficiency between Phase I and II was not great enough to change their classification on a normative standard.

Is there a significant difference between the Modified Immersion strategy and the standard Spanish S/L approach in the students' acquisition of Spanish oral language proficiency between Phase I and Phase II testing?

No inferential statistical comparisons of treatment and comparison groups are available at this time, but an inspection of the descriptive statistics which were carried out does reveal observable differences between treatment and comparison groups. Furthermore, it identified certain students for whom the SPN MIM treatment is more effective.

There are observable differences between SPN MIM and Spanish S/L students as shown by Figures 1 and 2. SPN MIM students consistently scored higher than Spanish S/L students, as indicated in Tables 1 and 2 (Appendix A). At higher grade levels, the differences between programs is even more evident. In general, at first and second grades, SPN MIM students scored three times higher than Spanish S/L students. It is still not possible to attribute these differences to programmatic factors. These test results are directly proportional to the amount of instructional contact time; that is, SPN MIM students indeed scored three times higher than their cohorts, but they also received almost three times more instruction. The differences in scores between Phase I and II testing for SPN MIM and Spanish S/L are parallel except at second grade were SPN MIM gains where greater (SPN MIM=5.19, Spanish S/L = 2.35).

Inspection of the descriptive statistics reveals that the SPN MIM treatment was more effective for some students than others. The data indicate that the treatment was more effective for higher grade female students. The highest mean score was achieved by second grade girls (mean=29.30), almost nine points higher than second grade boys (mean=20.83).

Since a statistical comparison of SPN MIM students to Spanish S/L students was not possible, an analysis using these students as their own comparison group was selected. A matched-pair t-test was therefore applied to each group (comparing Phase I and II), and they both showed a significant difference in means between Phase I and Phase II testing intervals (SPN MIM $t(54)=3.97$, $p < .001$ and Spanish S/L $t(53)=5.23$, $p < .001$). The differences between mean scores for the SPN MIM group was greater than mean scores of the Spanish S/L group (SPN MIM mean diff=2.6, Spanish S/L mean diff=1.8). Though there is a statistically significant difference for both groups, it must be noted that there is only a practical difference of two to three questions on the oral test.

As noted earlier, the SPN MIM treatment was more effective for girls in the second grade. The Spanish S/L treatment, on the other hand, was more consistent in its effect, but still favoring second grade girls. This reflects a body of literature that proposes that females have a greater foreign language aptitude than males (Scherer and Wertheimer, 1964; Smith, 1970; Gardner and Lambert, 1972).

In summary, the SPN MIM program has significantly increased students' Spanish oral language proficiency as measured by the IPT, even in the short interval of three months. A comparison of SPN MIM and Spanish S/L was not statistically possible using an ANOVA, but descriptive statistics did show observable differences between programs that favor SPN MIM. The descriptive statistics also revealed that second grade girls scored higher than any other group in both programs, but more so in the SPN MIM program.

Both programs showed significant gains in IPT scoring between Phase I and Phase II testing, and SPN MIM demonstrated a slight advantage in gains. However, the practical difference was only two to three questions on the test. The distribution of scores in Phase I and Phase II testing was more consistent for the Spanish S/L group than for SPN MIM. This could be explained by a few students in the treatment group that scored very high and skewed the group's distribution of scores.

The major limitation of this evaluation is that the interval between Phase I and II testing was relatively short. Though gains were measurable for both programs, a longer interval between testing points would perhaps have rendered clearer trends. Also, the paucity of evaluation instruments for elementary level foreign language proficiency limited the selection of tests to the IPT, whose multi-level, cumulative scoring contributed to the extreme scores phenomenon. Lastly, a randomly assigned control sample selected within the school was not possible due to the large number of program participants. A comparable alternative control site was selected, but a within-school sample would have been ideal.

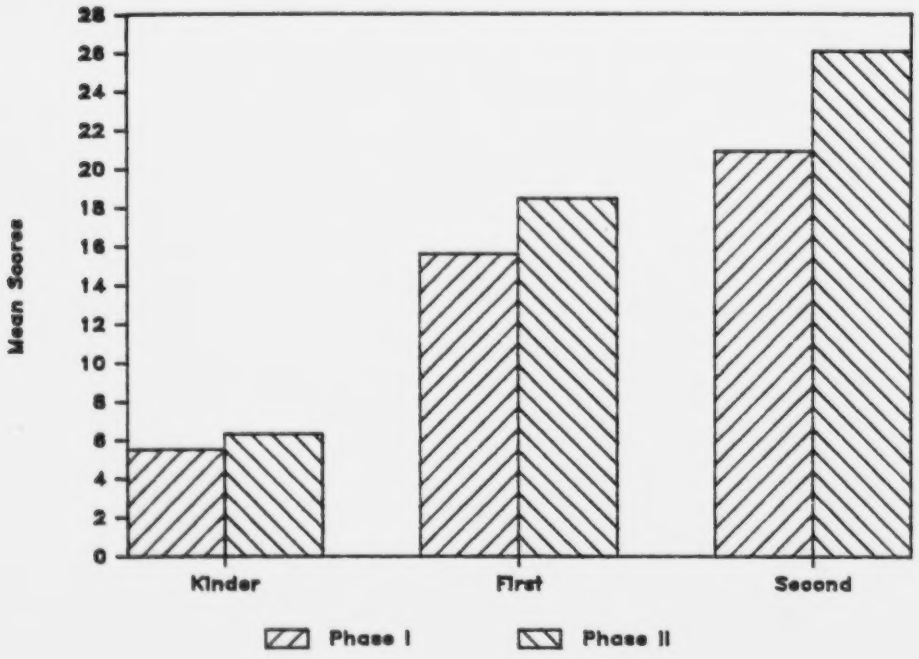

Figure 1
SPN MIM: IPT Mean Scores
Treatment Group

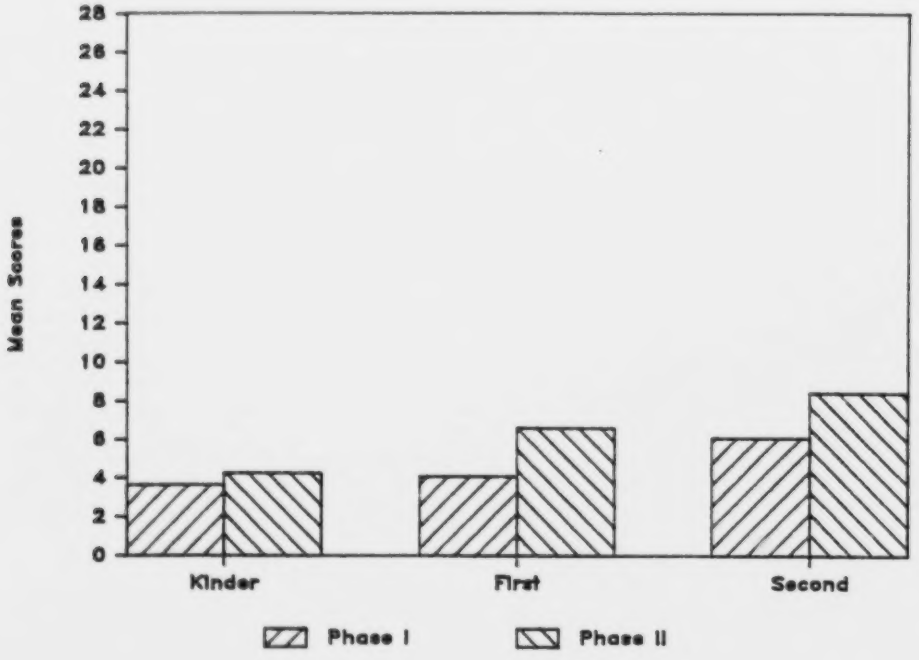

Figure 2
Spanish S/L: IPT Mean Scores
Comparison Group

Latin

Has there been a significant increase in students' knowledge of Latin and Roman culture?

Results of the pretest scores on the teacher-made criterion-referenced test indicated that the differences between the treatment and comparison groups were significant for both the fifth and sixth grades, as shown in Table 4 (Appendix A). This means the treatment-comparison groups were not comparable. Any further analyses would have to control for this difference at the pretest level.

Subsequent analyses were performed to discern the differences between pre- and post-testing while not comparing the two groups. These results show that for both fifth and sixth grades the gains between pre- and post-testing(s) intervals for the treatment group were statistically significant, while gains for the comparison group(s) were not (see Table 5, Appendix A).

An analysis of covariance was applied to the data using the pretest scores as the covariate. The analysis revealed that, controlling for the differences of group scores at the pretest level, there was a significant main effect that could be attributed to program variables. That is, there was a significant difference between treatment and comparison groups for both grades (Grade 5 $F(1)=256.06$, $p < .001$ and Grade 6 $F(1)=336.32$, $p < .001$), favoring the treatment group. There was no significant difference between males and females for the sixth grade, but a differential gender effect was apparent in the fifth grade ($F(1)=5.02$, $p < .05$).

Has the study of Latin impacted student achievement as measured on the Stanford Achievement Test?

Archival data were collected and analyzed for both grades, and for the treatment and comparison groups, from 1982 to 1985. Again, the analysis revealed that the groups were not comparable at the beginning of the project year.[1] A trend toward greater differentiation appears at the end of the graphed data, but without comparable treatment-comparison groups, this trend cannot be statistically attributed to program effects. Figures 3 and 4 illustrate these findings and reveal that the treatment group may have reached the upper limit of the test scale and could not score any higher.

Based on the previous analysis, there is no clear indication that the treatment has impacted the students' performance on the Stanford Achievement Test. However, to explain these findings, a second strategy was employed in analyzing the Stanford data. Scale scores were compiled for the years 1983 and 1984. A Similarity Index was applied to create a statistical cohort group, considering factors like previous year score (1983), gender, ethnicity, school characteristics, and grade level. This predicted score represents what would be expected of every member of that statistically similar group throughout the district (including the students in the treatment group).

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[1] Significant differences in the Reading Subtest of the Stanford Achievement Test (using scale scores) were found for both fifth ($t(36)=3.52$, $p < .01$) and sixth grades ($t(34)=2.36$, $p < .05$) at the baseline.

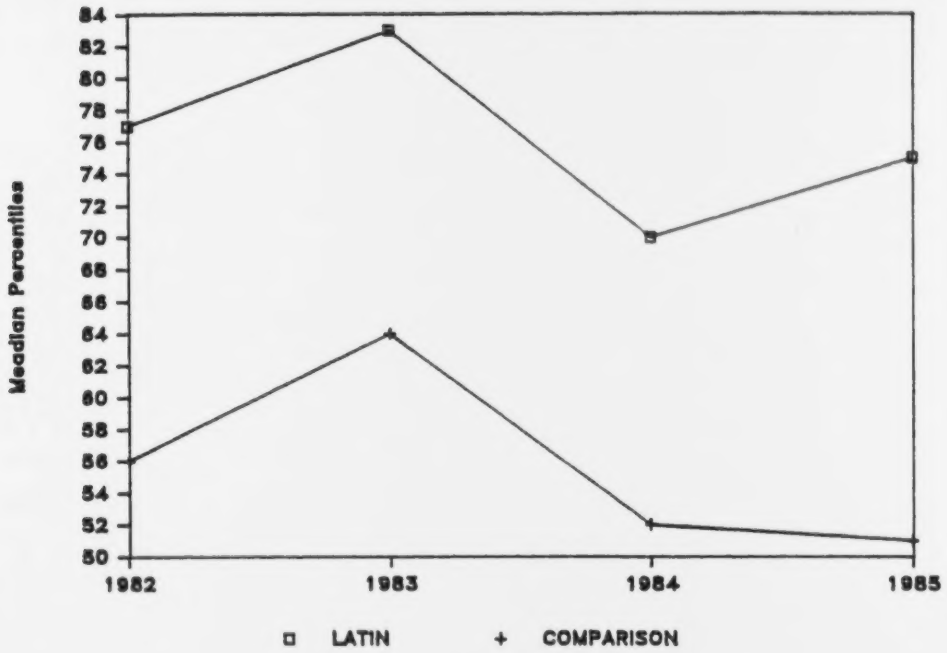

Figure 3
Latin: Stanford Reading
Fifth Grade

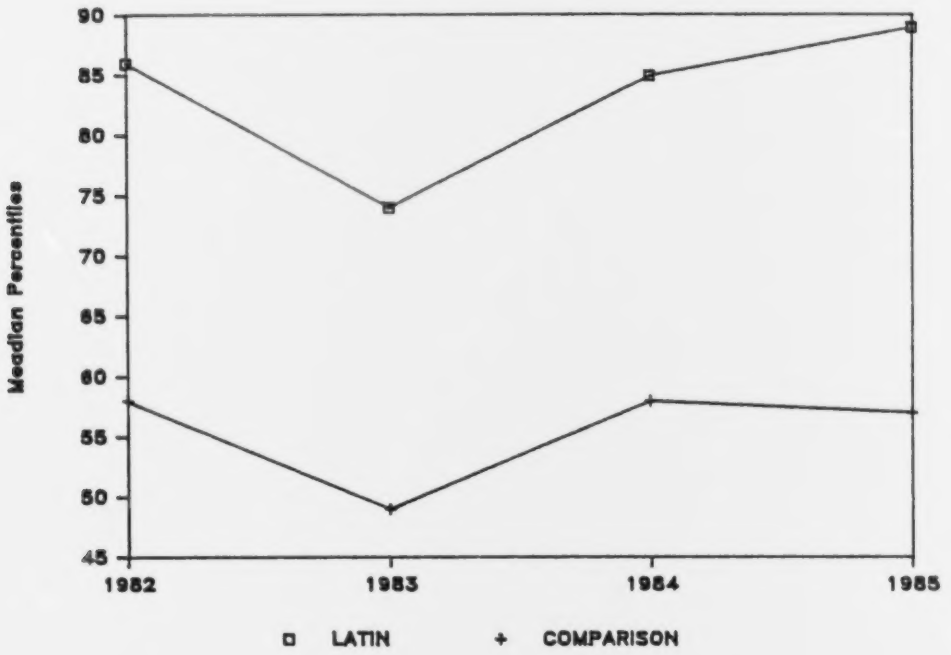

Figure 4
Latin: Stanford Reading
Sixth Grade

Analytical comparisons of scale scores utilizing the statistical cohort group confirmed previous findings, that 1) treatment and comparison groups were not comparable, 2) there was no significant statistical difference in the treatment group when compared to its cohort group for both grades, and 3) the only statistically significant differences were found in the comparison of fifth grade comparison and cohort groups in Reading Comprehension ($t(22)=2.22$, $p < .05$), and in the comparison of sixth grade treatment and cohort groups in Math Application ($t(19)=2.57$, $p < .02$).

In summary, students in the Latin program have significantly increased their knowledge of Latin and Roman culture as measured on a teacher-made CRT. However, there was no clear indication at this time that the program impacted the students' achievement test scores.

The lack of random assignment of control and experimental groups compromised the quality of the study. Once a significant statistical difference was encountered at the baseline, all further analyses of treatment-comparison group differences were meaningless.

Another discomfort is that the teacher-made CRT was not analyzed for its difficulty or discriminatory quality. This issue is beyond the scope of this study.

Shakespeare

Has there been a significant increase in the students' knowledge of the life and works of William Shakespeare?

The results of the teacher-made criterion-referenced test (CRT) are reported as mean scores on the 25-item test. Inspection of the data revealed that the three classrooms scored relatively the same on the pretest, meaning that the three groups were comparable in initial ability and no one classroom had an advantage over the other. There were no apparent differences by gender either. The posttest data revealed the same pattern; no observable differences among the classrooms or by gender (see Appendix A, Table 6).

An analysis of variance showed a statistically significant difference between the results of the pretest and the posttest for all groups ($F(1)=883.787$, $p < .001$).

In summary, the program had a significant impact on students' scores on the teacher-made CRT. Furthermore, this impact was evident regardless of which teacher delivered the program or the gender of the participants. Therefore, the program appears to be implementable across classrooms.

The only discomfort in interpreting these results is that there is no analysis of the quality of the teacher-made CRT. An item analysis would measure the difficulty of the test items and their discriminatory power. These analyses are beyond the scope of this study.

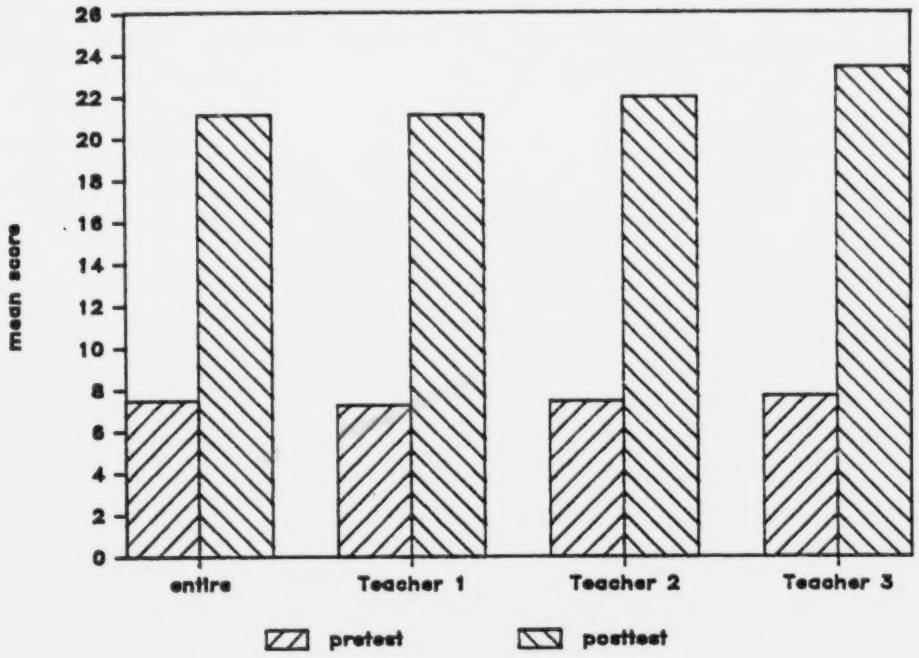

Figure 5
Shakespeare: CRT Mean Scores

Parental, Staff, and Student Perceptions of Programs

A questionnaire was distributed to parents and staff to discern their perceptions of the programs. A sample of students was selected and individually interviewed for the same purpose. The instruments concentrated on questions pertaining to student/family background, quality and support of the programs, and recommendations for their improvement or expansion. The following is a summary of results organized by respondents and programs.

Parent Questionnaire: Spanish Modified Immersion (SPN MIM)

Twenty-two parents responded from a total of 55 questionnaires disseminated to participants in the program, making a response rate of 40 percent. The highest response rate was found among parents of first grade students (50 percent) followed by second grade (44 percent), and kindergarten (32 percent).

Based on background information supplied by parents, the survey found that 36 percent of the respondents speak a language other than English in the home. Spanish was the most commonly reported second language spoken at home (50%) with the remainder being Hebrew and Yiddish. One family reported two languages spoken at home (Spanish and German). Actual use of the language was rated on a Likert-type scale (1 to 5); and parents ranked it at a mean of 3.50 (sd=1.22) just above the "sometimes" rating. Questions were also asked if their children took advantage of Spanish media, or if they had Spanish-speaking friends. Parents reported that their children had little exposure to Spanish media (mean=2.-32, sd=1.10) ranking it between "never" and "sometimes". They also reported that their children had few Spanish-speaking friends (mean=2.41, sd=0.98), ranking this item between "none" and "few".

In reference to observed changes in their children's behavior since participating in the SPN MIM Program, parents indicated on the same 5-point scale that:

1) Students' proficiency in Spanish was ranked between being able to speak "just a few words" and "can keep up a conversation" (mean=2.22, sd=1.23).

2) Students' performance in their school work remained unchanged (mean-3.27, sd=0.86).

3) Students' interest in school has remained the same (mean=3.45, sd=0.99).

4) Students' interest in foreign languages, history, and people from Hispanic countries did not change as a result of the program (mean=3.50, sd=1.23).

5) Students tried to teach their parents some Spanish only "sometimes" (mean=3.59, sd=1.11).

On the subject of their support of the SPN MIM Program, most parents indicated that they would like their child to continue taking Spanish (mean=4.86, sd=0.46). When asked if they would like their child to study another foreign language, the responses tended to reflect the neutral category (mean=3.18, sd=1.64). Of the respondents that indicated a more positive reaction, nine chose Hebrew as the other language they would like their children to learn, six chose French, three Latin, one Italian, and one Yiddish. Parental support for the program is further evidenced by their willingness to participate in the program even if it were offered before or after school hours (mean=4.10, sd=1.26). Another strong indicator of their support was the degree to which they would recommend the program to other parents (mean=4.73, sd=0.62).

Fifty-nine percent of the respondents took the opportunity to answer an open-ended question asking for comments. The majority of the comments were positive, but some negative points were also present. It should be noted that there is no evaluator endorsement of any of the specific comments listed. Although many of them appear to have merit, some of the comments may be opposed to each other and some were made by only one individual. Therefore, it is suggested that each comment be carefully examined and caution used in drawing conclusions as to the depth and breadth of the opinions expressed.

The following is a summary of the commentary organized in general categories:

Continuation and Expansion - Six respondents reported their desire for their children to continue to study Spanish and would like to see the program expanded throughout the district.

Quality of Instruction - Five parents expressed their admiration for the teachers involved and of the quality of the learning activities that they have observed.

Enjoyment - Four parents wrote that they thought their children enjoyed the program and that they, too, received pleasure in experiencing the learning of the language, even in a limited way.

Program Effectiveness - Two parents reported gains in student progress, as observed in their use of Spanish at home.

Importance of Bilingualism - Two parents have also expressed the opinion that being bilingual, especially in Spanish, is essential for a more complete and robust participation in the local community.

Parents did not hesitate to express concerns and make recommendations that focused on negative features.

Communications - One parent reported that he/she was not adequately informed on his/her child's progress and would suggest improvements in the communication network.

Inappropriate Assignments - One parent indicated that some of the homework assignments were too difficult for the student, especially the reading assignments; that he/she could not help his/her child even if he/she had had training in Spanish.

Dialect - One parent complained that his/her child was learning Spanish in a Cuban dialect rather than a Castillian dialect. He/she indicated that the Cuban dialect is mixed with too much English and slang Spanish.

In summary, parents of students in the SPN MIM Program reported that their children had previous exposure to a second language and that this exposure usually occurred at home with family members. The use of the second language at home was reported as "sometimes". The students had little exposure to Spanish media and had few playmates who spoke Spanish. Furthermore, parents indicated that their children's proficiency was low and that there were no major changes in their children's school work or their interest in foreign languages and school in general. Parents showed their support for the program by indicating that they would participate outside of school hours and that they would recommend the program to other parents. Parents expressed their concern about program continuity and recognized the instructional quality, student's enjoyment, and the effectiveness of the program. Parents also recognized the importance of bilingualism in the community. They also indicated concerns in the program's communications network, that the assignments were at times too difficult, and that the language model was too dialect-bound.

Parent Questionnaire: Latin Program

Twenty-four parents responded from a total of 37 questionnaires disseminated to participants, making a response rate of 65 percent. A higher response rate was found among parents of fifth grade students (78 percent) than sixth grade students (53 percent).

Information supplied by parents on student's foreign language background revealed that 86 percent spoke a language other then English. Spanish was the most reported second language (10 students) with Hebrew (6 students) and Russian (2 students) representing the other languages. It is interesting to note that two students were reported to be trilingual: a Chinese-Thai-English and a Spanish-French-English speaker.

As to the proficiency of their second language skills, parents reported that their children did not have a fluent command of the language. On a Likert-type scale of 1 to 5, parents gave their children a mean rating of 2.26 (sd=1.16), ranking the student's speaking ability between "just a few words" and "can keep up a conversation". In nine of the student's homes, the second language was also spoken by other members of the family, and its use was rated as a 4.00 (sd=0.82), or ranking its use between "sometimes" and "all the time".

Concerning changes that they have observed in their children's behavior since taking Latin, parents indicated that:

1) Students have improved in their school work (mean=4.17, sd=1.07).

2) Students have taken a greater interest in school (mean=4.00, sd=1.08).

3) Students have taken a greater interest in foreign languages, history, and people from other countries (mean=4.50, sd=0.71).

In reference to their support of the Latin Program at Sabal Palm, all parents indicated that they would like their child to continue taking Latin (mean=5.00, sd=0.00). When asked if they would like their children to study another foreign language, parents' response was generally positive (mean=4.08), sd=1.26) with only two parents answering negatively. French was the most popular foreign language indicated (55 percent), followed by Spanish (45 percent). Hebrew and German were selected by a small number of parents (1 percent). Support for the program was slightly diminished when asked if they would participate if offered before or after school hours (mean=3.30, sd=1.60). Six parents (25 percent) responded negatively to this question. On the other hand, almost all parents would recommend the program to other parents (mean=4.96, sd=0.20).

Further attestation of parental support was evident in responses to an open-ended question asking for additional comments. Fifty-eight percent of the respondents took advantage of this option and all provided very positive commentary. A content analysis of these data is beyond the scope of this study, but the following summary describes the richness of responses and the features of the program that were most attractive to the parents.

Quality of Instruction - References to the teachers' dynamic personality and skill were abundant.

Student Motivation - Comments on increased enthusiasm of their children toward Latin and school in general were prevalent.

Program Effectiveness - Parents reported noticeable increases in students' vocabulary and other verbal skills.

Continuation - Strong indications of their desire for the program to continue were evident along with disappointment that there was no continuation in the feeder pattern.

In summary, parents of students in the Latin program reported that their children had previous exposure to a second language, but their proficiency in that language was very limited. Parents observed a marked improvement in their children's behavior and interest in school. There was clear evidence that parents supported the program and hoped for its continuation, but would not participate if it were offered before or after school. Almost all parents would recommend the program to other parents. Open-ended questions revealed parents' appreciation of the quality of instruction by their complimentary comments towards the teacher. Parents also recognized how the program has been effective in improving their children's verbal skills and in motivating their children. Parents' perception of the program was so positive that they expressed a concern that their children may not be able to continue their Latin studies after the sixth grade or until senior high school.

Parent Questionnaire: Shakespeare Program

Thirty-eight parents responded from a total of 80 questionnaires disseminated to the participants, making a response rate of 48 percent.

Student background information that was supplied by parents revealed that 67 percent of the sample were first born, were ranked as better than a "sometimes" reader at home (mean=3.55, sd=0.97) on a five-point scale, and were read to by their parents before entering school almost "frequently" as indicated on the scale. Thirty-two percent of the sample spoke a foreign language and 92 percent of these students spoke Spanish (one student spoke Hebrew). The students tended to watch more television than read (mean=2.63, sd=0.93) based on a five-point scale where 1 represented a preference for watching television and 5 represented a preference for reading.

As to observable changes in their children's behavior since taking Shakespeare, parents saw little evidence of change as indicated below (3.0 representing the neutral category):

1) Improvement in school work (mean=3.49, sd=1.37)
2) Increased interest in school (mean=3.32, sd=1.42)
3) Increased interest in literature, history, and people from other countries (mean=3.62, sd=1.42)

Parental support for the program was evident since almost all parents would have liked to have their children continue studying Shakespeare (mean=4.74, sd=0.83), and would recommend the program to other parents (mean=4.78, sd=0.70). Support for the program is diminished when asked if they would participate before or after school hours (mean=3.08, sd=1.75). When asked if they would like their children to study another literary topic, most parents responded positively (mean=4.49, sd=0.83), choosing poetry or American literature. As an aside, parents' interest in Shakespeare was not affected by their children's participation in the program (mean=3.44, sd=1.38).

Fifty-eight percent of the parents responded to an open-ended question in the survey. Most of the responses were positive, and a few recommendations were presented. The following is a summary of the responses according to broad categories.

Quality of Instruction - Seven respondents mentioned their satisfaction with the curriculum and instruction, especially on how accessible the topic was made to the student.

Enthusiasm and Enjoyment - Five parents reported that their children enjoyed participation and exhibited enthusiasm toward learning about Shakespeare.

Continuation - Five parents expressed a concern and a desire for continuation of the program.

Parental Involvement - Three parents were impressed with the opportunity afforded them to become involved in their children's learning of the material.

Student Interest - Three parents reported that their children showed an interest in the topic by asking to see a production of "The Tempest", and checking out books from the library on the Renaissance and Elizabethan Theatre.

Parents also took the opportunity to make recommendations on this open-ended question. Their comments could be summarized as follows: 1) increase the number of readings and book reports, 2) add more drama to the curriculum and apply less emphasis on the literary aspect, and 3) provide opportunities to see actual productions of Shakespearean plays.

In summary, parents of students in the Shakespearean program reported that their children are not extraordinary. They are not particularly "bookish" and they prefer to watch television than read, although they were read to frequently before entering school. Parents observed little change in their children's interest in school, or performance in school work since taking Shakespeare. Support for the program was clearly evident, but not as an after school activity. Parents reported satisfaction with the quality of instruction and expressed a concern for the continuation of the program. They also indicated that their children were enthusiastic and enjoyed the program.

Staff Questionnaire

A questionnaire was distributed to teachers at Sabal Palm whose students participated in a Laboratory Center program. Eleven teachers responded and the distribution by program emerged as follows: SPN MIM=5, Shakespeare=4, Latin=2.

Similar questions were asked of teachers as those presented to parents, that is, questions pertaining to observable changes in their students' behavior and questions focusing on their support of the program. Teachers were asked to respond on a five-point Likert-type scale (the neutral category being the midpoint of the scale and having a value of 3).

Teachers generally indicated a positive change in their students' behavior, except for improvement in academic performance which remained in the neutral (no change) category. The following summarizes teachers' responses:

1) Increase in students' interest in school (mean=4.3, sd=0.8)
2) Improvement in students' academic performance (mean=3.8, sd=1.3)
3) Improvement in students' self-esteem (mean=4.5, sd=0.8)

Teacher support for the Laboratory Center runs strong as evidenced by their responses (mean=4.9, sd=0.3), but that support diminishes as an after or before school program (mean=3.8, sd=1.8). Teachers would also like to see other experimental courses offered through the Laboratory Center (mean=4.8, sd=0.4) and have recommended the following topics:

Language Arts	Social Studies
Poetry	World Geography
American Literature	Geo-Political Affairs
Latin American Literature	World Cultures
Science/Math	**Foreign Languages**
Natural Science Laboratory	French
Computer Laboratory	Hebrew

Teacher support for the Laboratory Center is further evidenced by their desire to teach in an experimental course (mean=4.4, sd=1.2) and by their willingness to recommend an experimental course to parents if appropriate to the students' needs (mean=4.8, sd=0.4).

In summary, the results of the staff questionnaire parallel the opinion of parents. Both groups expressed support for the programs, but not as extended school day programs. Both groups would recommend the programs to other parents. Similarly, they both saw enthusiasm and increased self-esteem in the students but did not see a great improvement in academic performance. In all, teachers perceived the programs in a positive light, would like to see other innovative programs implemented, and made suggestions as to what would be relevant and appropriate curricula for experimental purposes.

Student Interviews

A sample of students was selected from each program for an interview on their perception of the program. Care was taken to include equal numbers of males and females, and that the students were selected at random. Interviews were conducted on an individual basis in a separate classroom. Rapport between the interviewer and students was good and easily established. Questions were asked on their second language background and their feelings towards the program. Student responses on second language background concurred with parent responses. A sample of the interview questions can be found in Appendix B. Tables 7, 8, and 9 in Appendix A summarize student responses.

CONCLUSIONS

The following conclusions were drawn from the findings of the data analysis and observations. They are presented separately for each program and evaluation question.

Spanish Modified Immersion (SPN MIM):

Evaluation Question: *Has there been a significant increase in the Spanish oral language proficiency of participating students?*

The program significantly increased the students' Spanish oral language proficiency.

Evaluation Question: *Is there a significant difference between the Modified Immersion strategy and the standard Spanish S/L approach in the students' acquisition of Spanish oral language proficiency between Phase I and Phase II testing?*

1) There were observable differences between SPN MIM and the standard Spanish S/L programs favoring SPN MIM as measured on a standardized test of oral language proficiency. It should be noted that Phase I testing occurred after six months of instruction and the interval between Phase I and II was three months. In that short interval, both programs showed significant gains in Spanish oral language proficiency, however, SPN MIN showed greater gains.

2) SPN MIM was more effective for second grade girls. Similar results were found for Spanish S/L, but more pronounced for SPN MIM.

Evaluation Question: *Have attitudes of students, staff, and parents been positively affected by the Laboratory Center experiences?*

The attitudes of parents, staff, and students were positively affected and supportive of the program.

Latin:

Evaluation Question: *Has there been a significant increase in students' knowledge of Latin and Roman culture?*

The program significantly increased the students' knowledge of Latin and Roman culture.

Evaluation Question: *Has the study of Latin impacted student achievement as measured on the Stanford Achievement Test?*

There was no clear indication that the program impacted students' performance on the Stanford Achievement Test.

Evaluation Question: *Have attitudes of students, staff, and parents been positively affected by the Laboratory Center experiences?*

The attitudes of parents, staff, and students were positively affected and supportive of the program. Parents expressed a concern that the study of Latin would not be continued at the junior high school level.

Shakespeare:

Evaluation Question: *Has there been a significant increase in students' knowledge of the life and works of William Shakespeare?*

1) The program significantly increased the students' knowledge of the life and works of William Shakespeare.

2) The effect of the program was consistent across classrooms, attesting to its reliability and generalizability.

Evaluation Question: *Have attitudes of students, staff, and parents been positively affected by the Laboratory Center experiences?*

The attitudes of parents, staff, and students were positively affected and supportive of the program.

RECOMMENDATIONS

Based on the available data and the results of the analysis, the following recommendations are proposed:

All Project Programs at Sabal Palm Laboratory Center:

1) Continue the programs at Sabal Palm Laboratory Center. Test data demonstrated students' success with the programs. Parents, teachers, and students indicated their desire for continuation of the programs.

2) Finalize the curricula into document forms and have them reviewed by a panel of DCPS specialists. The curricula need clear, behavioral objectives and student expectancies, and documentation in a form that can be accessible to teachers.

Spanish Modified Immersion (SPN MIM):

1) Follow-up on second grade students' progress in foreign language learning. This information will help determine placement of students in an appropriate level of Spanish S/L or Spanish S.

2) Study the feasibility of implementation and evaluation of program on an alternate site. This information will be helpful in establishing the program's generalizability to levels beyond the Laboratory Center.

Latin

1) Follow-up on sixth grade students on the Stanford Achievement Test and randomly select experimental and control groups for further study. A follow-up of this information will help determine if program effects are sustained. Randomly selected control and experimental groups will eliminate flaws in statistical comparability.

2) Study the feasibility of continuing program in junior high school. This information will help in determining if the program effects can be sustained and if secondary students can also benefit from the program. At present, Latin is not offered in the feeder junior high schools. Parents also expressed a concern that the program does not continue in junior high school.

Shakespeare:

Expand and evaluate the program at alternate sites. This information will help to determine if the program could be of benefit to other students in the district.

Status:

A number of developments have occurred since the data collection phase of the evaluation was completed. The Shakespeare Program has been implemented in another school and test data have been collected by school staff. The Latin Program has been incorporated as a component for the enrichment of the language arts at Sabal Palm for grades 4, 5 and 6. A teacher's manual has been developed for the Latin Program.

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APPENDIX A

Table 1

SPN MIM: IPT Scores (Treatment)

	PHASE I		PHASE II	
	Mean	STD DEV	Mean	STD DEV
Entire	12.60	7.53	15.20	10.46
Kinder	5.56	2.60	6.36	3.09
Boys	5.78	1.99	6.33	3.24
Girls	5.44	2.94	6.38	3.12
First	15.64	5.14	18.50	7.60
Boys	15.75	5.42	18.50	9.35
Girls	15.50	5.24	18.50	5.24
Second	20.94	2.24	26.13	7.80
Boys	20.17	2.23	20.83	2.71
Girls	21.40	2.22	29.30	8.23

Table 2

SPN S/L: IPT Scores (Comparison)

	PHASE I		PHASE II	
	Mean	STD DEV	Mean	STD DEV
Entire	4.59	2.50	6.43	3.63
Kinder	3.67	1.68	4.28	2.30
Boys	2.78	1.39	2.33	1.12
Girls	4.56	1.51	6.22	1.20
First	4.11	1.73	6.63	2.87
Boys	4.00	1.63	6.50	3.34
Girls	4.22	2.77	6.78	2.44
Second	6.12	3.26	8.47	4.36
Boys	4.88	3.48	7.25	4.40
Girls	7.22	2.77	9.56	4.28

Table 3

SPN MIM: T-Test on IPT Scores

Treatment

Test Order	Number of Cases	Mean	Standard Deviation	Diff. in Means	T-Value	Degrees Freedom	Prob.
Phase I		12.60	7.53				
	55			2.60	3.97	54	$p<.001$
Phase II		15.20	10.46				

Comparison

Test Order	Number of Cases	Mean	Standard Deviation	Diff. in Means	T-Value	Degrees Freedom	Prob.
Phase I		4.59	2.50				
	55			1.84	5.28	53	$p<.001$
Phase II		6.43	3.63				

Table 4

Latin: Pretest CRT Scores (5th Grade)

Group	Number of Cases	Mean	Standard Deviation	Diff. in Means	T-Value	Degrees Freedom	Prob.
Treatment	18	37.00	8.75				
				18.17	8.60	40	$p < .001$
Comparison	24	18.83	4.82				

Latin: Pretest CRT Scores (6th Grade)

Group	Number of Cases	Mean	Standard Deviation	Diff. in Means	T-Value	Degrees Freedom	Prob.
Treatment	19	39.79	6.47				
				18.85	10.45	35	$p < .001$
Comparison	18	20.94	4.19				

Table 5

Latin: CRT Scores Treatment (5th Grade)

Test Order	Number of Cases	Mean	Standard Deviation	Diff. in Means	T-Value	Degrees Freedom	Prob.
Pretest	18	44.44	10.15	33.85	10.73	33	$p<.001$
Posttest	17	78.29	8.37				

Latin: CRT Scores Comparison (5th Grade)

Test Order	Number of Cases	Mean	Standard Deviation	Diff. in Means	T-Value	Degrees Freedom	Prob.
Pretest	24	18.83	4.82	2.09	1.18	46	ns
Posttest	24	20.92	7.17				

Latin: CRT Scores Treatment (6th Grade)

Test Order	Number of Cases	Mean	Standard Deviation	Diff. in Means	T-Value	Degrees Freedom	Prob.
Pretest	19	50.47	10.23	23.21	7.60	36	$p<.001$
Posttest	19	73.68	8.52				

Latin: CRT Scores Comparison (6th Grade)

Test Order	Number of Cases	Mean	Standard Deviation	Diff. in Means	T-Value	Degrees Freedom	Prob.
Pretest	18	20.94	4.19	1.39	0.44	34	ns
Posttest	18	21.67	5.58				

Table 6

Shakespeare: Breakdown of CRT Scores

	PRETEST		POSTTEST	
	Mean	STD DEV	Mean	STD DEV
Entire	7.51	2.74	22.17	3.50
Teacher 1	7.29	2.90	21.16	4.05
Boys	7.20	3.12	20.75	4.73
Girls	7.44	2.65	21.89	2.52
Teacher 2	7.46	2.76	22.00	3.92
Boys	6.36	2.80	20.91	4.53
Girls	8.26	2.52	22.92	3.23
Teacher 3	7.73	2.68	23.43	1.65
Boys	8.25	2.24	23.50	1.95
Girls	7.14	3.08	23.33	1.12

Table 7

Student Interviews

SPN MIM (reported in percentages):

Affinity towards program

	Kinder	First	Second
Yes	80	100	100
No	0	0	0
Not Sure	20	0	0

Likes more than favorite subject

	Kinder	First	Second
Yes	20	80	40
No	80	20	40
Not Sure	0	0	0

Would continue in program

	Kinder	First	Second
Yes	80	100	80
No	20	0	0
Not Sure	0	0	20

Would continue in program after school

	Kinder	First	Second
Yes	40	80	80
No	20	20	0
Not Sure	40	0	20

Program has increased interest in school

	Kinder	First	Second
Yes	60	100	100
No	0	0	0
Not Sure	40	0	0

Table 8

Latin (reported in percentages):

Affinity towards program

	Fifth	Sixth
Yes	100	67
No	0	0
Not Sure	0	33

Likes more than favorite subject

	Fifth	Sixth
Yes	83	50
No	0	33
Not Sure	17	17

Would continue in program

	Fifth	Sixth
Yes	100	67
No	0	0
Not Sure	0	33

Would continue in program after school

	Fifth	Sixth
Yes	83	33
No	17	50
Not Sure	0	17

Program has increased interest in school

	Fifth	Sixth
Yes	50	33
No	17	0
Not Sure	33	67

Table 9

Shakespeare (reported in percentages):

Affinity towards program

Yes	80
No	10
Not Sure	10

Likes more than favorite subject

Yes	30
No	50
Not Sure	20

Would continue in program

Yes	80
No	0
Not Sure	20

Would continue in program after school

Yes	40
No	30
Not Sure	30

Program has increased interest in school

Yes	70
No	0
Not Sure	30

APPENDIX B

Dade County Public Schools
Office of Educational Accountability

Sabal Palm Laboratory Center

Parent Questionnaire

Part I: Student Background

This part of the questionnaire tells us about your child's background, especially his/her exposure and usage of languages other than English.

1). My child is in
__ kindergarten.
__ first grade.
__ second grade.

2). What languages other than English can your child speak?

_____

_____

3). How well can your child speak this language? Please check (✓).

:_____:_____:_____:_____:_____:

just a few words | can keep up a conversation | as well as his/her English

4). What languages other than English are spoken in your home? (if none, continue on question 7)

_____

_____

5). How often is this language used at home? Please check (✓).

:_____:_____:_____:_____:_____:

not very often | sometimes | all the time

6). Who speaks this language at home? Check as many as apply.

___ parents ___ grandparents ___ other family members

___ others not in the immediate family

7). Does your child watch Spanish T.V. programs, listen to Spanish radio or read Spanish language material at home? Please check (✓).

:_____:_____:_____:_____:_____:

never sometimes often

8). Does your child have any Spanish-speaking friends?

:_____:_____:_____:_____:_____:

none a few many

Part II: What have you noticed about your child's behavior since taking Spanish? Please check (✓).

9). My child has improved in his/her school work since taking Spanish.

:_____:_____:_____:_____:_____:

disagree agree

10). My child has taken a greater interest in school since taking Spanish.

:_____:_____:_____:_____:_____:

disagree agree

11). My child has shown a greater interest in foreign languages, history and people from Hispanic countries since taking Spanish.

:_____:_____:_____:_____:_____:

disagree agree

12). Has your child tried to teach you some Spanish?

:_____:_____:_____:_____:_____:

never sometimes often

Part III. How do you feel about the Spanish Program at Sabal Palm?

13). I would like my child to continue taking Spanish. Please check (✓).

:_____:_____:_____:_____:_____:

no maybe yes

Auth: MIS; Exp. Date: June 30, 1985

14). I would like my child to study another foreign language.

:_____:_____:_____:_____:_____:

no maybe yes

15). What language would you like your child to study?

_____

_____

16). I would support this program if offered before or after school hours.

:_____:_____:_____:_____:_____:

disagree agree

17). I was informed about my child's progress in the Spanish Program on a regular basis.

:_____:_____:_____:_____:_____:

disagree agree

18). I would recommend this program to other parents.

:_____:_____:_____:_____:_____:

disagree agree

Please feel free to add any other comments below and on the reverse side.

_____

_____

_____

_____

_____

_____

_____

_____

Dade County Public Schools
Office of Educational Accountability

Sabal Palm Laboratory Center

Parent Questionnaire

Part I: Student Background

This part of the questionnaire tells us about your child's background, especially his/her exposure and usage of languages other than English.

1). My child is in
__ fifth grade.
__ sixth grade.

2). What languages other than English can your child speak?

_____

_____

3). How well can your child speak this language? Please check (✓).

:_____:_____:_____:_____:_____:

just a few words		can keep up a conversation		as well as his/her English

4). What languages other than English are spoken in your home? (if none, continue on question 7)

_____

_____

5). How often is this language used at home? Please check (✓).

:_____:_____:_____:_____:_____:

not very often		sometimes		all the time

6). Who speaks this language at home? Check as many as apply.

___ parents ___ grandparents ___ other family members

___ others not in the immediate family

Part II: What have you noticed about your child's behavior since taking Latin? Please check (✓).

7). My child has improved in his/her school work since taking Latin.

:_____:_____:_____:_____:_____:

disagree agree

8). My child has taken a greater interest in school since taking Latin.

:_____:_____:_____:_____:_____:

disagree agree

9). My child has shown a greater interest in foreign languages, history and people from other countries since taking Latin.

:_____:_____:_____:_____:_____:

disagree agree

Part III. How do you feel about the Latin Program at Sabal Palm?

10). I would like my child to continue taking Latin. Please check (✓).

:_____:_____:_____:_____:_____:

no maybe yes

11). I would like my child to study another foreign language.

:_____:_____:_____:_____:_____:

no maybe yes

12). What language would you like your child to study?

_____

_____

13). I would support this program if offered before or after school hours.

:_____:_____:_____:_____:_____:

disagree agree

Auth: MIS; Exp. Date: June 30, 1986

14). I was informed about my child's progress in the Latin Program on a regular basis.

:_____:_____:_____:_____:_____:

disagree agree

15). I would recommend this program to other parents.

:_____:_____:_____:_____:_____:

disagree agree

Please feel free to add any other comments below and on the reverse side.

OEA:6/5/85
JM,SURVEY Sabal Palm-Quest

Auth: MIS; Exp. Date: June 30, 1986

Dade County Public Schools
Office of Educational Accountability

Sabal Palm Laboratory Center

Parent Questionnaire

Part I: Student Background

This part of the questionnaire tells us about your child's background, especially his/her reading habits.

1). Please list the ages of all your children and circle the one who is participating in the Shakespeare Program. (e.g., 8 months, 5, (8))

2). How often does your child read at home?

:_____:_____:_____:_____:_____:

never sometimes frequently

3). How often did you read to your child before he/she entered school?

:_____:_____:_____:_____:_____:

never sometimes frequently

4). Does your child speak a foreign language?

___ yes ___ no

If "yes", what language does he or she speak?

_____

5). Does your child prefer to read or watch television?

:_____:_____:_____:_____:_____:

prefers watching television both prefers reading

Auth: MIS; Exp. Date: June 30, 1985

Part II: What have you noticed about your child's behavior since he/she has been studying Shakespeare?

6). My child has improved in his/her school work since studying Shakespeare.

:_____:_____:_____:_____:_____:

disagree agree

7). My child has taken a greater interest in school since studying Shakespeare.

:_____:_____:_____:_____:_____:

disagree agree

8). My child has shown a greater interest in literature, history, and people from other countries since studying Shakespeare.

:_____:_____:_____:_____:_____:

disagree agree

Part III: How do you feel about the Shakespeare Program at Sabal Palm?

9). I would like my child to continue studying Shakespeare.

:_____:_____:_____:_____:_____:

no maybe yes

10). I would like my child to study another topic in literature.

:_____:_____:_____:_____:_____:

no maybe yes

11). What other literary topic would you like your child to study (e.g., American Literature, poetry, Chaucer, etc.).

_____

_____

12). My interest in Shakespeare has increased since my child has participated in this program.

:_____:_____:_____:_____:_____:

disagree agree

Auth: MIS; Exp. Date: June 30, 1986

13). I would support this program if offered before or after school hours.

:_____:_____:_____:_____:_____:_____:

disagree agree

14). I was informed about my child's progress in the Shakespeare Program on a regular basis.

:_____:_____:_____:_____:_____:_____:

disagree agree

15). I would recommend this program to other parents.

:_____:_____:_____:_____:_____:_____:

disagree agree

Please feel free to add any other comment below and on the reverse side.

Dade County Public Schools
Office of Educational Accountability

Sabal Palm Laboratory Center
Staff Questionnaire

PART I: Student Behavior

This part of the questionnaire tells us about the change you noticed in your students' behavior since their participation in a Laboratory Center program.

1. Please check the program(s) in which your students participate.

___ Spanish Modified Immersion

___ Latin ___ Shakespeare

The following questions refer only to those students who participate in a Laboratory Center program. (Please check √.)

2. My students have shown a greater interest in school since participating in the program.

disagree : ____ : ____ : ____ : ____ : ____ : agree

3. I have noticed an improvement in my students' academic performance since participating in the program.

disagree : ____ : ____ : ____ : ____ : ____ : agree

4. I have noticed an improvement in my students' self-esteem since participating in the program.

disagree : ____ : ____ : ____ : ____ : ____ : agree

PART II: Teacher Perception

This part of the questionnaire will tell us about your feelings towards the Laboratory Center.

5. I support the Laboratory Center at Sabal Palm.

disagree : ____ : ____ : ____ : ____ : ____ : agree

6. I would support the programs at the Laboratory Center even if they were offered before or after regular school hours.

disagree : ____ : ____ : ____ : ____ : ____ : agree

7. I would like to see other experimental courses offered to Sabal Palm students.

disagree : ____ : ____ : ____ : ____ : ____ : agree

8. Please list examples of courses you would like to see developed at Sabal Palm (e.g., American Literature, French, poetry, a natural science laboratory).

_____

_____

_____

_____

9. I would like to be a teacher in an experimental course.

disagree : ____ : ____ : ____ : ____ : ____ : agree

10. I would recommend an experimental course to parents if appropriate to my students' needs.

disagree : ____ : ____ : ____ : ____ : ____ : agree

Auth: MIS; Exp. Date: June 30, 1985

Sabal Palm Laboratory Center
Student Interview Schedule

1) Program: ___ Spanish Immersion

___ Latin ___ Shakespeare

2) Grade ___ Kindergarten ___ First ___ Second

___ Third ___ Fifth ___ Sixth

3) Gender ___ boy ___ girl

4) Teacher: _____

5) Can you speak another language?

What other language?

Read? Write?

6) Do you speak _____ at home?

7) Do you like your (program) class?

8) What's your favorite subject? (K: What do you like to do the most in school?)

9) Do you like (program) more than (favorite), or less than, or about the same?

10) What's your favorite T.V. show?

What do you like more, reading or watching T.V.?

11) Would you like to take (program) again?

12) Would you like to take (program) even if you had to stay after school?

13) Do you like school more, now that you're taking (program)

14) What would you like to be when you grow up?

OEA: 6/14/85
Sabal Palm Lab
RW/EVALU

SABAL PALM ELEMENTARY SCHOOL

(name) _____ SHAKESPEARE * THIRD GRADE _____ (date)

PRETEST/POSTTEST

DIRECTIONS: Put a circle around the letter of each correct answer (A, B, C, or D). There is only ONE correct answer for each question on the test, so work carefully.

1. The word Renaissance means

   A. renew B. rethink C. relive D. rebirth

2. The Renaissance lasted about 300 years, from about 1300 a.d. through the

   A. 1200's B. 1500's C. 1900's D. Twentieth Century

3. The theater owned by William Shakespeare and his friends was named

   A. World Theater B. Globe Theater

   C. England Theater D. American Theater

4. Shakespeare's large theater was called a

   A. private theater B. exciting theater

   C. group theater D. public theater

5. This type of theater could hold about

   A. 2500 people B. 250 people

   C. 25 people D. as many people as wanted to come in

6. The little building at the top of the theater that held the machinery was called the

   A. sky building B. heavens C. clouds D. machine room

7. The people who stood in the large open center area of the theater were called

   A. groundlings B. royalty C. actors D. starlets

8. If it rained or snowed, Shakespeare's audiences would have a problem because the theater had no

A. roof B. air-conditioning C. raincoats D. carpet

9. The first printed book of Shakespeare's plays was called

A. Globe Plays B. Last Plays

C. First Folio D. Lord Chamberlain's Stories

10. This book was printed seven years after

A. Dromio died B. Antipholus died

C. Queen Elizabeth died D. Shakespeare died

11. Writing that has meter or a beat is called

A. verse B. paragraphs C. stories D. sentences

12. A speech at the beginning of a play is called

A. announcement B. opening C. prologue D. preplay

13. Something that has lots of fancy detail is

A. stylish B. elaborate C. comfortable D. immaculate

14. The speech at the end of a play is called

A. finalogue B. epilogue C. soliloquy D. introductio

15. The ordinary language that is used for speaking or writing is

A. fiction B. discussion C. English D. prose

16. When you put someone else's writing into your own words you

A. paraphrase B. rewrite C. recopy D. quote

17. William Shakespeare was born in the year

A. 1964 B. 1646 C. 1500 D. 1564

18. He died in the year

A. 1616 B. 1606 C. 1532 D. 1906

19. The two kinds of plays that Shakespeare wrote were

A. soap operas and comedies B. tragedies and lyric plays

C. comedies and tragedies D. soap operas and short stories

20. When the two sets of twins in The Comedy of Errors meet each other again, they are

A. young boys B. 50 years old C. infants D. 25 years o

21. The Comedy of Errors takes place in the town of

A. Syracuse B. Rome C. Ephesus D. London

22. The main idea of The Comedy of Errors comes from two old plays that were written in

A. Greece B. England C. New York D. France

23. The twin servants in The Comedy of Errors were both named

A. Antipholus B. Caesar C. Dromio D. Dowsabel

24. The action in Shakespeare's plays continues without stopping, just like in a modern

A. movie B. football game C. classroom D. Olympic game

25. Plays during the Renaissance used lots of fancy costumes and props instead of

A. lighting B. scenery C. microphones D. actors

PRETEST
LATIN II

NOMEN _____ DATUM _____

DERIVATIVES

1. A new element named for the god of the sea is
   a) plutonian b) plutonium c) platinum d) neptunium

2. _____ is the name of the darkest, coldest and most remote planet.
   a) Mars b) Jupiter c) Uranus d) Pluto

3. Equestrian means having to do with
   a) equality b) equilibrium c) horses d) none of the above

4. Malodorous is derived from the Latin word for
   a) odor b) bad c) male (person) d) malady

5. Corpuscle is derived from the Latin word for
   a) blood b) hair c) river d) body

6. A dark dim cave could be described as
   a) plutonian b) brilliant c) plutocratic d) putrid

7. Satan is supposed to live in ____ regions.
   a) interior b) inferior c) internal d) infernal

8. A dark area on the surface of the moon once believed to be a sea is
   a) a mare b) a crescent c) a cave d) none of the above

9. Focal means
   a) interesting b) hearth c) facial d) central

10. To deify someone means to liken them to
    a) a god b) a ruler c) a delegate d) a devil

11. Which of the following words is derived from the Latin word signum?
    a) consign b) insignificance c) signet d) all of the above

12. A marina is another name for a
    a) marine b) harbor c) mariner d) maritime dweller

13. Deportment comes from the Latin word for
    a) carry b) deposit c) conduct d) chest

14. The word corporal means having to do with the
    a) heart b) chest c) head d) body

15. A small star-like (*) mark is called an
    a) asteroid b) asterisk c) astringent d) astrologer

16. Per annum means
    a) daily b) monthly c) yearly d) forever

17. A person with a bull-like personality is
a) piscine b) taurine c) lupine d) leonine

18. A flag or banner is sometines called
a) an ensign b) a design c) a resignation d) a consignment

19. The word labial has to do with a person's
a) legs b)liver c) laugh d) lips

20. An escaped prisoner is known as a
a) refugee b) derelict c) fugitive d) a bad person

21. A dentifrice is something you use on
a) your face b) a dent c) denim d) teeth

22. When you export goods you
a) send them out of the country b) bring them into the country
c) bring them across state lines d) throw them away

23. Which words come from the Latin word insula?
a) peninsula, isle and insolate b) insurance, insecure, inseparable
c) inscribe, insane, insect d) all of the above

24. Aural means pertaining to the
a) mouth b) eyes c) neck d) ears

25. To decapitate a person means to
a) trick them b) cut their head off c) capture them d) make up their mind for them

26. A vendor is another name for a
a) peddler b) painter c) priest d) none of the above

27. The words pedestal, pedestrian, pedal and pedicure all come from the Latin word for
a) street b) person c)foot d) penguin

28. An oracle is a person who gives
a) a divine prophecy b) an eye exam c) an oration d) the correct time

29. Which of the following words come from the Latin word facies?
1) deface 2) facial 3) facet 4) facade - Choose your answer now.

a) only 1 and 2, b) only 2,3, and 4, c) only 2, d) all of the above

30. The study of the influence of the stars on human affairs is called
a) humanology b) astrophotography c) astrology d) astronomy

31. A remark that is pertinent or directed to the point is referred to as
a) ad rem b) insignificant c) unimportant d) regal

32. Trans is a Latin
a) prefix b) root c) stem d) suffix

33. The word puerile probably means
a) brave b) fearless c) childish d) greedy

34. The word matriarch is derived from the Latin word for
a) mattress b) maternal c) mother d) material

LATIN

1. Choose the correct English for Quid est signum tuum?
a) What is your address? b) What is your name? c) What is your Zodiac sign? d) How are you?

2. Choose the correct English for Ad astra per aspera.
a) To the stars through difficulties b) Hang your hopes on a star
c) Don't cast aspersions d) None of the above

3. Choose the correct English for the underlined words -
Juno est regina deorum.
a) king of the gods b) queen of the gods c) lord of the waters
d) goddess of the Underworld

4. Jupiter in Olympo habitat means
a) The Olympics are held in the land of Jupiter b) Olympus is the home of Jupiter c) Mupiter loves Mt. Olympus d) Jupiter lives on Mt. Olympus

5. Ceres est dea _____.
a) frumenti b) frumento c) frumentum d) frumentos

6. Morituri te salutamus means
a) we are about to salute the flag b) we are destined to die
c) we salute you as our leader d) we who about to die salute you

7. Choose the correct Latin word. (Marcus is selling the bread)
Marcus _____ vendit.
a) patinam b) piscem c) panis d) panem

8. The -nt ending on a Latin verb means
a) he b) she c) it d) they

9. Choose the best translation of the underlined word. Puerum the horse videt.
a) equus b) equum c) canis d) canem

10. Choose the best English for Carpe diem.
a) Time flies b) The die is cast c) A new order of things
d) Seize the opportunity

11. The accusative singular ending of a noun is
a) -t b) -s c) -a d)-m

12. The nominative case indicates
a) possession b) direct object c) subject d) verb

13. What is the best translation for - Auditne puella agricolam?
a) Does the girl hear the farmer? b) Does the farmer hear the girl?
c) Does the girl see the farmer? d) Is the girl selling the field?

14. The first word in a Latin sentence
a) is never in the nominative case b) is always in the accusative case
c) is never a verb d) may be in any case

15. Two nouns joined by est or sunt are both in ____
a) the plural form b) the nominative case c) the accusative case
d) the ablative case

MYTHOLOGY

1. Name the twin sister of Phrixus
   a) Latona b) Juno c) Proserpina d) Helle
2. _____ is an alternate name for Hellespont.
   a) Dardanelles b) Straits of Magellan c) Straits of Gibralter
   d) Straits of Malacca

3. _____ is the hero who set out to capture the Golden Fleece.
   a) Theseus b) Jason c) Perseus d) Achilles

4. Give Jupiter's Greek name.
   a) Jove b) Juno c) Zeus d)Deus

5. Gemini is a term uned to refer to
   a) Jupiter and Juno b) Jupiter and Leda c) Theseus and Perseus
   d) Castor and Pollux

6. To commemorate Hercules bravery, Jupiter put the constellation _____ in the sky.
   a) Taurus b) Leo c) Orion d) Aries

7. The famous temple of the Gemini is located in
   a) Athens b) Sicilia c) the Roman Forum d) the Roman Senatum

8. Name one of the 12 Labors of Hercules.
   a) finding the Golden Fleece b) founding the city of Rome
   c) killing the Nemean lion d) driving Apollo's chariot across the sk

9. Phaeton is the earthly son of _____.
   a) Jupiter b) Achilles c) Neptune d) Apollo

10. Clymene and her daughters were changed into _____ trees.
    a) oak b) linden c) palm d) poplar

11. What was Apollo's daily job?
    a) throwing thunderbolts b) driving his golden chariot across the sky c) setting the constellations in the sky d) helping man

12. _____ is the Trojan prince whose descendants founded the city of Ro
    a) Hercules b) Paris Achilles d) Aeneas

13. Besides being a constellation ____ was a centaur.
    a) Aries b) Taurus c) Leo d) Sagittarius

14. _____ is an arrangement of star groups encircling the heavens.
    a) constellation b) asteroid c) Zodiac d) comet

15. _____ is a planet named for the king of the gods.
    a) Mars b) Pluto c) Jupiter d) Venus

16. The two symbols of Jupiter are the
    a) eagle and owl b) thunderbolt and owl c) eagle and thunderbolt
    d) owl and trident

17. Juno is the special protectress of
    a) wisdom b) marriages c) home and hearth d) sailors

35. A habitat is a
a) dwelling place b) a bad habit c) a hobby d) none of the above

36. A sagittal shape is one that looks like
a) a square b) a 6 sided figure c) an octagon d) an arrow-shaped fig.

37. A film is a _____ aid in learning.
a) vision b) visibility c) visual d) video

38. A moribund person is one who thinks of
a) money b) happiness c) taxes d) death

39. An employee hired on a day-by day basis is called a
a) per hominem b) per annum c) per diem d) per

40. Another word for a virginal forest is
a) unpolluted b) dark c) huge d) destroyed

41. A bullfighter who fights on foot is
a) a toreador b) a torero c) a fool d) careless

42. To do something manually is to do it
a) well b) quickly c) by hand d) in sequence

43. A person with a lupine face has features very much like a
a) squirrel b) dog c) bull d) wolf

44. If a person is consigned to jail he is
a) delivered to jail b) released from jail c) agreeing to go to jail d) unhappy about jail

45. The words temporary, tempo, temperature are derived from the Latin word for
a) time b) degree c) quickness d) lasting

46. Maritime means having to do with
a) the land b) horses c) married people d) the sea

47. An aural surgeon operates on people's
a) eyes b) ears c) noses d) mouths

48. In order to pass a course a student has to take two exams, one written and one _____(using speech).
a) oral b) aural c) ocular d) nasal

49. A cat can be described as _____ for he loves to eat fish.
a) vegetarian b) carnivorous c) piscivorous d) herbivorous

50. A person with almost god-like strength and endurance who participates in athletic events can be considered a (an)
a) gymnast b) muscle-man c) Olympian d) deity

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Florida Educational Equity Act - prohibits discrimination on the basis of race, sex, national origin, marital status or handicap against a student or employee.

Veterans are provided re-employment rights in accordance with P.L. 93–508 (Federal) and Section 295.07, Florida Statutes, which also stipulates categorical preferences for employment.